



Writing Your Montana State Funded Gifted Education Grant



Use Arrow Keys to navigate slides 





Grant Basics

- ▶ Your written gifted education plan must be posted on your district's web site.
- ▶ Demographic data and screening measures
 - Number of identified students per grade
 - Gifted numbers should focus on 5% - 10% of school population
 - The grant may target any group of academically gifted students





E-Grant Basics

[Click for Instructions](#)

For specific instructions on completing the Gifted Education Grant in the E-Grant system, click the grey box located on the upper right hand side of the E-Grants screen.

Note: The district's Authorized Representative (AR) - (usually the district superintendent) will enter the grant in the E-Grants system.



Enrollment and Participation Tab

(Prefilled from the district's AIM Data)

Overview	Contact Information	Funding	Application Pages	Budget Pages	Assurances	Amendment Description	Submit	Application History					
Enrollment and Participation				Selection Criteria		Objectives and Activities							
District and G/T Identified Enrollment and Participation													
A. District Enrollment													
Total enrollment for each grade level in your district. (imported from AIM as of 4/20/2010)													
K	1	2	3	4	5	6	7	8	9	10	11	12	Total
19	19	25	20	21	20	25	24	27	23	28	26	27	304
B. Gifted Student Identification													
Number of gifted students IDENTIFIED for each grade level. (imported from AIM as of 4/20/2010)													
K	1	2	3	4	5	6	7	8	9	10	11	12	Total
			1	1	4	4	3	2	1	1	2	1	20
Identified gifted students are 7 percent of total enrollment from Section A.													





Enrollment and Participation Tab

(continued)

Enter the number of identified gifted students per grade level that will be served by this grant project in section C.

C. Gifted Students Served By This Project

Enter number of identified gifted students SERVED by this project at every applicable grade level. Enter zeros for grade levels not served.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	4	4	3	0	0	0	0	11





Enrollment and Participation Tab

(continued)

Provide the following information:

D. Programming Committee

Indicate number of representatives on the LEA's Programming Committee. (Check all that apply and enter number of members in each category selected.)

<input checked="" type="checkbox"/> Parent(s) <input type="text" value="1"/>	<input checked="" type="checkbox"/> Teacher(s) <input type="text" value="2"/>	<input checked="" type="checkbox"/> Principal/Administrator(s) <input type="text" value="2"/>	<input type="checkbox"/> Counselor(s) <input type="text"/>
<input type="checkbox"/> Other (specify)			

E. Screening, Identification and Placement Committee

Indicate number of representatives on the LEA's Screening/Identification/Placement Committee. (Check all that apply and enter number of members in each category selected.)

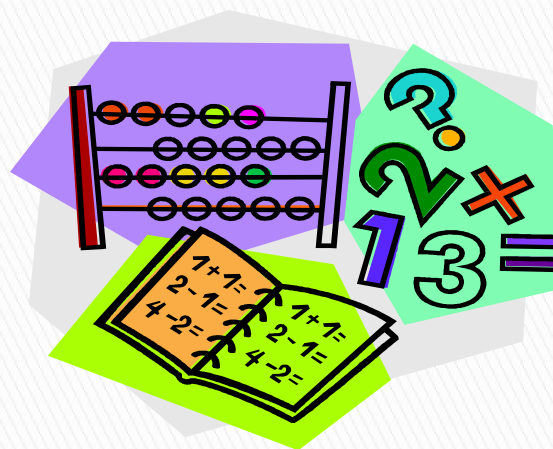
<input checked="" type="checkbox"/> Teacher(s) <input type="text" value="2"/>	<input type="checkbox"/> Principal/Administrator(s) <input type="text"/>	<input checked="" type="checkbox"/> Counselor(s) <input type="text" value="1"/>
<input type="checkbox"/> Other (specify)		





Screening

- ▶ Use multiple measures
 - IQ
 - Achievement
 - Teacher Observation



Selection Criteria Tab

Overview	Contact Information	Funding	Application Pages	Budget Pages	Assurances	Amendment Description	Submit	Application History
Enrollment and Participation				Selection Criteria		Objectives and Activities		

Selection Criteria

[Click](#)

This LEA uses multiple criteria to select students for the program, including: (check all that apply, multiple selection criteria must be provided)

☒ Test Scores: Specify the test(s) used in the selection process.

	Test Name	Cut Off Score*
<input type="checkbox"/> Group IQ Test(s)	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/> Individual IQ Test(s)	<input type="text" value="SAGES-2"/>	<input type="text" value="120"/>
<input checked="" type="checkbox"/> Achievement Test(s)	<input type="text" value="MAPS"/>	<input type="text" value="224"/>
<input type="checkbox"/> Creativity Test(s)	<input type="text"/>	<input type="text"/>

**Test cut-off scores should not be absolutes but should serve as guidance to the placement team as they examine all data collected and used in the decision-making process.*

☒ Observation Tool(s): Specify the type utilized in the selection process.

☒ Teacher Checklists ☒ Parent Checklists ☒ Self Checklists ☐ Peer Checklists

List names of all Observation Tools used, e.g. Harrison Observation form, Renzulli Hartman Rating Scale, etc.
(0 of 1000 maximum characters used)

☒ Student Grades

☐ Student Products/Portfolio (specify)



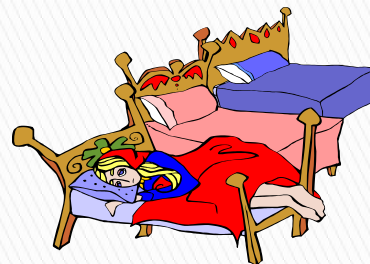
Student Need Data

- ▶ Data from assessments identify the student need.
- ▶ Think of the assessment as a pre and post test.



No More Goldilocks Surveys

- ▶ Data indicating student need must be objective data.
- ▶ No student, parent, or teacher opinion surveys will be accepted.





What Does a Need Statement Look Like?

- ▶ Student data (name of data source and date)_____ reveals that (statement of problem, including number or percent of students)_____.

Examples:

- ▶ The Science CRT administered at grade level, spring of 2011, reveals that only 50 percent of the students identified as gifted in science are achieving 90 percent or better.
- ▶ The spring MAP (Measures of Academic Progress) Achievement Status Growth reports indicate that only 35 percent of the identified gifted students are meeting their yearly target growth.
- ▶ MAP scores of spring 2011 reveal that 80 percent of the identified gifted students are scoring two grade levels above their grade level, indicating a mastery of grade level material, but are not meeting or exceeding their growth on the Achievement Status Growth report.





Measurable Objectives

- ▶ Objectives are specific, measurable steps taken to reach the goals. Measurable objectives are developed from existing data (something already measured) and answer the following questions:
- ▶ (How many, and which students) will (achieve what), (in what time frame) as measured by (test, survey, etc.).
- ▶ **Examples:**
- ▶ One hundred percent of K-12 students identified as gifted in science will achieve 90 percent or better on the Science CRT administered at the grade level of their challenge (usually 2-3 years above their enrolled grade level) by spring 2012.
- ▶ Eighty-five percent of the identified gifted students will meet, or exceed, their growth targets as measured by the spring 2012 MAP testing.
- ▶ Eighty percent of the identified gifted students will continue to score at least one grade level above on the MAP assessment and will meet or exceed their growth goals.



Strategies (Interventions)

- ▶ Strategies are the general approaches taken to achieve the objectives.
- ▶ How will you achieve the measurable objective?





Examples of Strategies

- ▶ **Student Services**
- ▶ Subject Acceleration, Curriculum Differentiation, Secondary Level Program Options (e.g., AP/honors classes/seminars/dual enrollment, etc.), Individual Long-Range Learning Plans
- ▶ **Staff Professional Development**
- ▶ Job-embedded professional development (high-quality) by implementing learning circle study groups with teachers in gifted education and differentiation in content areas.
- ▶ Professional development that addresses the needs of gifted and talented students.





Objectives and Activities Tab

For assistance with writing *Measureable Objectives*, click on the *Instructions* tab on the *Objectives and Activities* page.

Overview	Contact Information	Funding	Application Pages	Budget Pages	Assurances	Amendment Description	Submit	Application History	Page_Lock Control
Enrollment and Participation				Selection Criteria			Objectives and Activities		

Measurable Objectives

[Click for Instructions](#)

FOR ASSISTANCE, SEE "WRITING MEASURABLE OBJECTIVES" IN THE INSTRUCTIONS.

Objective No.

1. Specify the data source, date and data that identify the STUDENT NEED to be addressed with the grant funds.



Measurable Objectives: an example

Measurable Objectives

FOR ASSISTANCE, SEE "WRITING MEASURABLE OBJECTIVES" IN THE INSTRUCTIONS.

Objective No.

1. Specify the data source, date and data that identify the STUDENT NEED to be addressed with the grant funds.

Date: (mm/yyyy format)

Data Source and Data: (181 of 500 maximum characters used)

MAPS scores in the area of Science Concepts/Processes, specifically Knowing and Doing Science. Four of the eleven students identified scored in the top range for their grade level.

2. Based upon analysis of the data, clearly state the IDENTIFIED STUDENT NEED including supporting data. (496 of 500 maximum characters used)

Students scored lower than expected in the area of Knowing and Doing Science. Specific areas being focused on are as follows: 1. Formulates hypothesis within the context of a scientific investigation. 2. Identifies the dependent variable in a given experimental setup. 3. Distinguishes between a testable and nontestable hypothesis for a given experimental group. 4. Determines the control group in a given experimental set-up. 5. Extrapolates from data presented

3. Identify the INTERVENTION that will be implemented to address the identified student need. (496 of 500 maximum characters used)

Students will participate in Water Quality Testing along Belt Creek above and below mining run off. Along with Toni Nelson of the Cascade County Conservation District, Mrs. Gerke the middle school science teacher, and Mrs. Stinson the GT teacher, students will be actively involved in testing the water of Belt Creek. Students will be able to hypothesize how the water will change from these two locations. Students will receive a firsthand knowledge of how

4. Identify the desired student OBJECTIVE. (252 of 500 maximum characters used)

The objective is to see the students MAPS scores increase into the higher range of their class. Each grade level has a different desired range. For the sixth grade the scores should exceed 221, for the seventh grade 231, and for the eighth grade 241.

5. Measuring the objective:

TIME PERIOD: Identify when the objective will be measured. (mm/yyyy format)

What DATA will be used to measure the objective?

Identify the NUMBER OR PERCENT OF STUDENTS who will meet the desired objective:





Strategies

TO ACCOMPLISH THE DISTRICT'S MEASURABLE OBJECTIVE(S), INDICATE HOW STATE FUNDS WILL BE USED.

Activities/Strategies required to meet the identified measurable objective:

Professional Development: (Optional) *Budget in purpose category 22-Professional Development and the appropriate object code for the professional development activity (100, 200, 600)*

☐ Professional Development to support student instruction required to meet the identified measurable objective (maximum of 25% of grant funds)

Provide specific information about the professional development, e.g. name, date and location of the workshop and/or presenter and alignment to identified need.
(0 of 1000 maximum characters used)

Instruction: (Required) *Budget in purpose category 10-Instruction and object codes for salaries, benefits or supplies (100, 200, 600).*

Select item(s) below as appropriate to meet the identified measurable objective.

☐ Acceleration

Specify content area(s) aligned to identified need(s): (0 of 500 maximum characters used)

☒ Curriculum Differentiation

Specify content area(s) aligned to identified need(s): (229 of 500 maximum characters used)

Students will be working in Science by participating in a hands on water quality testing on Belt Creek. Funding will be used to provide transportation to and from the sites, substitutes for teachers involved, and supplies needed.

☐ Secondary Level Program Options, e.g. AP/honors classes/seminars/dual enrollment, etc.

Specify: (0 of 500 maximum characters used)



Budget Pages Tab

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

[Click for Instructions](#)

Total Allocation Available for Budgeting \$1,746

[Description of Purpose Categories and Object Codes](#)

Topic 5: Providing Education Appropriate to Students' Needs

Purpose Category	100 Personal Service- Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total Gifted/Talented Funds
10-Instruction	495	94	0	0	807	350	0	0	\$1,746
	0	0	0	0	0	0	0	0	\$0
	0	0	0	0	0	0	0	0	\$0
Sub Total	\$495	\$94	\$0	\$0	\$807	\$350	\$0	\$0	\$1,746

Create Additional Entries

TOTALS	\$495	\$94	\$0	\$0	\$807	\$350	\$0	\$0	\$1,746
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Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	\$1,746	(F) Total budgeted above	\$1,746
(B) Budgeted Property and Equipment Cost (Object 700)	\$0	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$1,746	(H) Total Budget (F+G)	\$1,746
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/(1+D)))	\$0	Allocation Remaining (A-H)	\$0





Some "Think Abouts"

- ▶ Gifted Grant funds must be used to provide appropriate educational experiences and cause growth for gifted students.
- ▶ Programs should not be purchased for the entire school, such as AR and AM.
- ▶ Poets, or Artists in the Schools are enrichment programs that are great for all students, but are not gifted programs.





What's Next?

- ▶ Have all the information ready for your Authorized Representative to submit.
- ▶ Start employing your strategies early in the year.
- ▶ For grant writing assistance or revisions contact:
- ▶ Heather Ferguson, OPI
 - 406-444-0769
 - hferguson@mt.gov

